



# AcTinSite Research Project Material

## AcTinSite Design Charrette Facilitator Guide

Published June 2021

### Summary

AcTinSite ran a Design Charrette in June 2021. A design charrette is collaborative process that uses facilitation of creative activities to have stakeholders make innovative solutions for a problem. AcTinSite's design charrette gathered disabled students, access professionals, instructors, administrators, and mentors (from colleges, universities, and placement sites). There were between 15 and 25 stakeholders at any of the four days the event took place. A facilitators guide was created to help bring a similar experience to all stakeholders, no matter their accessibility needs or what small group they were in.

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### AcTinSite Partners



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# AcTinSite Design Charrette Facilitator Guide

Most Recent Update – June 11, 2021

## Welcome/Foreword

The AcTinSite Team invites you to facilitate our *design charrette series* – a collaborative process used to bring different stakeholders together to expand or create innovative solutions that tackle complex challenges.

We are excited to partner with York University, George Brown College, University of Toronto, Sick Kids, and Sunnybrook for this project!

By bringing together multiple stakeholders including students, practitioners, and managers, the charrette is intended to encourage multidisciplinary collaboration, inspire design action, and foster creativity. We look forward to your participation and meaningful contribution to the AcTinSite project.

## How to use this Guide?

This guide consists of activities, instructions, and facilitator prompts that you can use based on the roles you have in the design charrette.

<b>Summary</b> .....	<b>1</b>
<b>Citation</b> .....	<b>1</b>
<b>Document Details</b> .....	<b>1</b>
<b>AcTinSite Partners</b> .....	<b>1</b>
<b>Welcome/Foreword</b> .....	<b>1</b>
<b>How to use this Guide?</b> .....	<b>1</b>
<b>What is a Design Charrette?</b> .....	<b>2</b>
<b>The Charrette Series</b> .....	<b>2</b>
<b>The Double Diamond Framework</b> .....	<b>2</b>
<b>Key features of the Design Thinking process:</b> .....	<b>3</b>
<b>Design Charrette Back Channel</b> .....	<b>4</b>
<b>Accessibility Guidelines for Online Platforms</b> .....	<b>4</b>
<b>Miro Accessibility</b> .....	<b>7</b>
<b>Google Documents and Slides</b> .....	<b>8</b>
<b>Roles and Responsibilities</b> .....	<b>9</b>
<b>Detailed Session Breakdown</b> .....	<b>16</b>
<b>Activities Day 1</b> .....	<b>26</b>
<b>Activities Day 3</b> .....	<b>32</b>
<b>Activities Day 4</b> .....	<b>35</b>

## What is a Design Charrette?

A digital charrette is a collaborative and creative process that brings together diverse stakeholders to develop innovative solutions to complex problems. Over an intensive period of brainstorming and discussion, multidisciplinary teams use digital tools to realize concepts and deliverables that align with a central theme or challenge.

Participants are encouraged to tackle problems using design thinking methodologies and collaborative design practice (see Double Diamond Framework section), which can inspire new perspectives that generate innovative ideas.

Charrettes originated as a design process used by architects, urban planners, and developers to bring together groups that often hold competing interests and agendas to address complex projects such as neighbourhood planning, urban development, and construction projects. By working together in a charrette, diverse multidisciplinary groups develop feasible solutions that meet everyone's needs.

## The Charrette Series

The Charrette Series consists of four sessions, designed to get you to actively collaborate with the participants. It is important that you have access to a computer with a mic during the sessions. Other facilitators will help capture your thoughts, but there will be moments of typing and screen sharing.

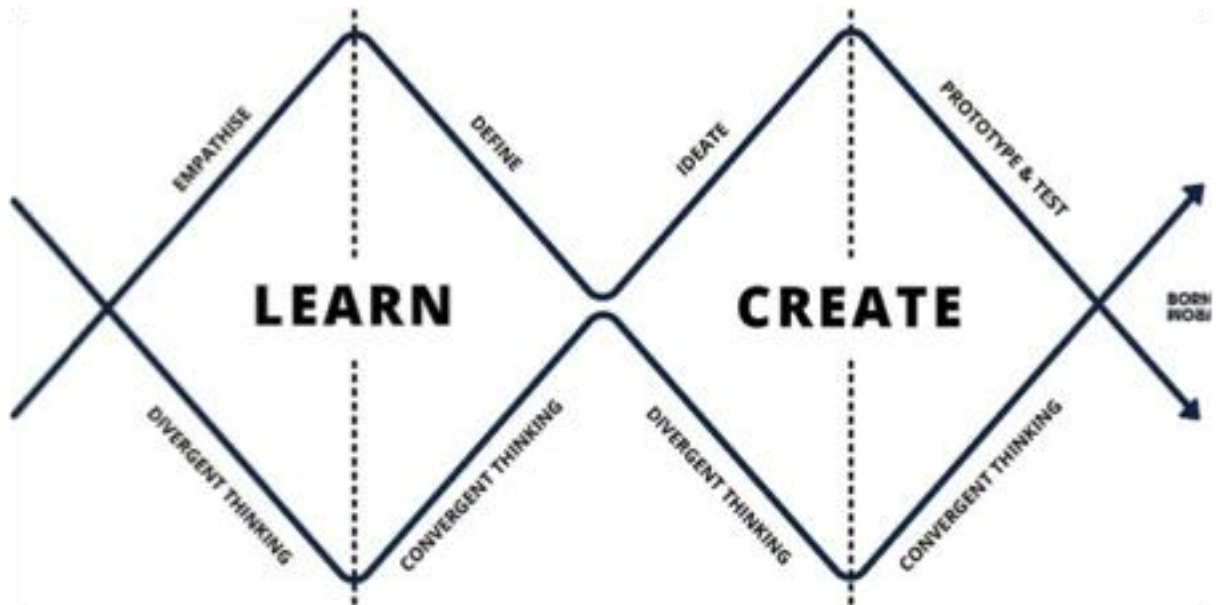
- Session 1: June 9th, 2021, 1PM-3.30PM
- Session 2: June 11th, 2021, 1PM-3.00PM
- Session 3: June 15th, 2021, 1PM-3.00PM
- Session 4: June 17, 2021, 1PM-3.30PM

## The Double Diamond Framework

The Double Diamond process follows a process of learning and creating that combines “divergent” and “convergent” thinking (<><>). It is a structured design approach to tackle challenges in four phases:

- Discover /Research— insight into the problem (diverging)
- Define/Synthesis — the area to focus upon (converging)
- Develop/ Ideation— potential solutions (diverging)
- Deliver /Implementation— solutions that work (converging)

Divergent Thinking is represented by the left side of the diamond shape (<) where the lines expand outward. This research and discovery phase is all about exploration and open-ended thinking. It's also an optimal time to talk with end-users to try to get a better understanding of their needs, to design with empathy.



- Convergent Thinking phase (>) that follows is when you bring all your research findings together and define the problem. The problem definition allows designers to focus on a specific problem to design with accuracy, ensuring the proposed solution is desirable, viable, and feasible.
- Then the cycle repeats again. You use divergent thinking to reiterate and brainstorm more ideas to strengthen the solution, and then convergent thinking to actually develop and test the idea.

### Key features of the Design Thinking process:

- Human-centric: Design thinking focuses on understanding the user. User needs and behaviours are considered at every stage of the process, allowing solutions to include contextual and cultural factors.
- Iterative: The design thinking process is non-linear. At every stage of the process, the results are reviewed, questioned and improved, any assumptions are validated and new insights are drawn.
- Solution-based: The design thinking process provides a very hands-on approach to problem-solving. Many problem-solving approaches are tried, prototyped and tested in order to narrow down to a final solution. Due to the iterative nature, solutions are constantly re-shaped and optimized until an optimal solution is chosen.
- Multi-disciplinary: Due to the nature of complexity involved in solving wicked problems, design thinking teams are often multi-disciplinary and involve experts from many different fields who combine their knowledge and skills.
- Exploratory: Design research takes into scope things that scientific research or other research methods would not. Design research is more interested in insights about how people experience their world than absolute truths and confirming hypotheses about the world.

## Design Charrette Back Channel

Teams is the back channel for the design charrette. You can use private messages to connect with your team or speak to specific people.

Make sure you have access to Teams before June 7th. If you do not have access email Technical Support.

## Accessibility Guidelines for Online Platforms

Here you will find guidelines for what AcTinSite is doing to make the design charrette accessible.

### ASL Interpretation

When hosting ASL interpreters it is best to use the zoom feature 'spotlight'. This feature lets you ensure a participant stays on screen no matter the view being used.

We also must ensure that when using the breakout room features that the interpreter is in the same room as people who use the communication needs include ASL interpretation.

### Zoom Accessibility Guidelines

Guidelines for all people supporting the design charrette when we are using zoom.

### Zoom Set-Up

Please follow these guidelines when setting-up your zoom for the design charrette. Note that the second and third options only relate to the zoom host.

### Name & Role

To make it easier for participants to know who you are and your role, we ask that you put the name you prefer to go by, your role, and your pronouns (optional).

- Name, Role, Pronouns

You can set-up your display name in zoom before the design charrette session by going to your profile, editing your name in the profile, and filling in the display name section.

### Enable "Always Show Meeting Controls"

Ensuring that the option for "Always Show Meeting Controls" is enabled makes it easier for people to find the controls.

### Enable the "Mute Participants Upon Entry" Feature

Select the feature "Mute participants upon entry" checkbox (located under Meeting Options when scheduling a session).

## Closed Captioning

Communications Access Realtime Translation (CART) is an accessibility tool that is useful to people with several different kinds of disabilities. Through York we have access to automated transcriptions, and though it may not be the best solution, it is one we can use at minimal cost. This option is good for regular meetings. The zoom host or co-host will make sure to turn on closed captioning in the beginning of the meeting.

Closed Captioning does not move to the breakout rooms. To address this need we will do the following:

- One of the breakout groups will stay in the main room. Anyone who requested closed captioning before or during the event will be assigned to this (main room) breakout group.
- Zoom Host, will help to manage any disruptions that are caused from people joining the room, unexpected, during the breakout room.
- If there is need for event coordination, the members will have to go to the breakout room for the discussion. Do not use the Zoom polling feature during this time, as it will not be accessible.

## Changing the size of Zoom Captions

- To change the size of zoom captions see this [Techi Pages Article](#).

## Using Zoom Whiteboard

Always describe what you are writing on the whiteboard.

## Pre-Design Charrette Accessibility

### Communicate Keyboard Shortcuts

Share [Zoom Keyboard Shortcuts](#) ahead of time. It may be best to share through the handbook.

Share resources by email before meeting.

Share any resources that are being used in the meeting 24 hours prior. When sharing links to documents in the chat, remind people of the title of the resource so they can find it in their email, for those who may have difficulty accessing shared resources from the chat.

### Facilitator Accessibility

Below are the accessibility needs that all AcTinSite personnel must follow, in order to ensure accessibility of the design charrette.

### Hide Self View

Let participants know that they can hide their self-view. This is done by hovering over your video and clicking the ellipses button in your video to display the menu, then you will be able to choose Hide Self View.

## Video Options

The design charrette sessions are being recorded. Facilitators will make this known to participants and tell them that if they don't want their video recorded, they should keep it turned off.

Describe visual content.

Follow these guidelines for what visual media to describe during a presentation:

- When adding visuals that might be considered decorative consider the following when deciding what to describe
  - Does the visual contain even a small connection to the material. If so, describe it.
  - When using visuals to share a funny or cute picture describe it out loud.
- Focus on what is connected to helping people understand the topic.
- Give a general description of images (how many people and important actions, instead of explaining each person appearance and the actions they are taking)
- Refer to this [resource on Alt-text](#) for more guidance.

## Slow Down Your Pace

Maintain slow to moderate speed when you are talking. Make sure you read important text on the presentation screen.

## Non-Verbal Communication

There are two ways Zoom allows for non-verbal communication.

- The first are emojis and icons. Emojis show up on a person's video for ten seconds. Then there are icons (Yes, No, Slower, faster) that stay until they are turned off by a host or the participant. The icons show both on the participant screen and beside their names on the participant menu.
- The second way people can engage in a non-verbal way is to type comments of questions in the chat. We are assigning a person to monitor the chat and read comments and questions aloud.

## Asking Question

For the broadest accessibility measures we will gather questions or comments in the following ways

- Raise hand when camera is on.
- Use the raise hand icon.
- Type a comment or question in chat and wait for a facilitator to read it out.

## Miro Accessibility

Miro is not an accessible platform, but are more optimal than the other whiteboards. As such, we must implement the following accessibility guidelines when using Miro in meetings that include more than the research team. ]

To make Miro accessible, a designated facilitator is needed. As such, we can only use Miro when the facilitator is present to create accessibility.

## Miro Set-up

Follow these directions to make Miro more accessible.

1. If possible, turn off the option for seeing other people's cursors.
2. Create text boxes to be placed under visual context that follows alt-text guidelines. This will help those describing images or tables to stay consistent.
3. If there is more than one group on the same Miro board, make sure to have plenty of space between the groups to avoid clutter.

## Facilitator Accessibility

### Introducing Miro Board

1. Have the facilitator instruct participants on how to turn off seeing others' cursors.
2. The facilitator will introduce the Miro dashboard and the tools participants are encouraged to use.

Describe visual content.

Follow these guidelines for what visual media to describe during a presentation:

- Do not describe decorative visual content.
- Focus on what is connected to helping people understand the topic.
- Give a general description of images (how many people and important actions, instead of explaining each person appearance and the actions they are taking)
- This [resource on Alt-text](#) can provide guidance.

## Facilitate Miro Board Engagement

Some participants might still find the Miro board inaccessible despite our efforts. To address these concerns we will offer two alternative ways to ensure everyone's participation.

1. Have a google document ready where the people can do the same activity.
2. The facilitator can take verbal responses from participants and add them to the Miro board.

## Closed Captioning

There is no closed captioning in Miro. For the breakout room that stays in the main zoom room for participants who require closed captioning, please use the share screen function to present the Miro board.

## Google Documents and Slides

Please follow these guidelines when creating a google document since some accessibility options must be turned on manually.

To better understand why the requirements are made below see the [Michigan Tech Page on making google docs accessible](#) and [The Pressbook on google slide accessibility](#)

## Google Document and Slide Set-up

- **Screen Reader:** Turn on [Screen Readers support](#)
  - Include [this link](#) to be shared in participant workbook so people can adjust their screen readers as needed.
- **Braille Display:** Turn on [Braille display option](#).
- **Screen Magnification:** Turn on the [Magnification Screen option](#)
- **Page Set-Up:** Use the options in google documents to
  - To make columns, use the column options instead of a table.
  - Use the bullets and number options instead of indents and dashes.
  - Ensure the color contrast meets AODA requirements. [Check AODA colour contrast](#).

## Google Document and Slide Guidelines for accessibility

- **Heading:** Use the document headings (rather than manually formatting to create headings). Each document must have a title using the 'title' heading level, and subsequent sections can have heading level 1, 2, etc.
- **Alt-Text:** Add alt-text to images, symbols, or emojis.
  - This [resource on Alt-text](#) can provide guidance.
  - If an image is decorative not this in the text box.
- **Descriptive Hyperlink:** These forms of hyperlinks are when a hyperlink is attached to the name the website or reason for going to the website. The

hyperlinks in this document are descriptive, whereas including a hyperlink on 'go here' would not be descriptive.

- **Highlighting Text:** When you want to make sure that text stands out use a combination of colour (text different from other text colour) and a visual symbol. An \* (asterisks) is a good option.
- **Colour Blind:** To be accessible to those with colour blindness, use both colour and text (that describes what the colour is for).

## Roles and Responsibilities

Defining the expectations of the different roles for the design charrette happening in June 2021.

**Everyone needs to ensure that their zoom is up to date before June 9<sup>th</sup>!**

### Roles in The Main Room

Roles for Main Meeting	Person		
Zoom Host & PowerPoint.			
Facilitators			
Notetakers			
Vibes Watch			
Answer Technical Questions			
Monitor and read aloud chats.			
Sharing links & Activity Support			
Access Needs Support			

### Roles in Breakout Rooms

Roles for Main Meeting	Person		
Zoom & PowerPoint.			
Facilitators			
Notetakers			
Vibes Watch			
General Support for Breakout Rooms			

### Manage Zoom & PowerPoint.

For managing the zoom, you are responsible for

- Hosting the zoom meeting,
- Starting the meeting on time
- Letting people in from the waiting room, and
- Setting-up the breakout rooms,
- Supporting the facilitators in the back channel.

Share the PowerPoint during the meeting, change slides as needed, and keep an eye on the time of the presenters.

- Check List for starting zoom meetings
  - Turn on closed captioning.
  - Turn on recording video at start time.
  - Have PowerPoint on shared screen (agreed upon generic slide).
- Check list for when zoom is finished
  - Upload the video of the session to SharePoint.
  - Upload the chat log from the session to the SharePoint.
  - Upload the transcript of the session to SharePoint.

#### Post Charrette

- Share list of students & professional who get compensation to Rebecca by Friday.

#### Zoom Co-Hosts

Zoom co-host will help ensure that there are

- Recordings of breakout rooms,
- Closed Captioning is on in breakout rooms,
- Transcripts saved from breakout rooms, and
- Chats saved from breakout rooms.

After each day of the design charrette, the zoom co-host will,

- Download the video, audio, chat, and transcript file from their zoom account,
- Rename the files after the breakout room you were in,
- Upload the four files to the folder for that day in the AcTinSite SharePoint.

Path to SharePoint folder – Project Files / Component 2 Participatory Design / Design Charrette

- Design Charrette Materials - Day 1 - June 9
- Design Charrette Materials - Day 2 - June 11
- Design Charrette Materials - Day 3 - June 15
- Design Charrette Materials - Day 4 - June 17

Zoom co-hosts are

- List of names

## Facilitators

As the face of the design charrette, you will be responsible for presenting material, running breakout rooms, and addressing concerns that arise. To prepare for this role it is recommended that you:

- Have completed the anti-oppression facilitation training on either May 27<sup>th</sup> (3-6 PM EST) or May 28<sup>th</sup> (2-5 PM EST)
- Review this facilitators workbook thoroughly
- Make sure you have presentations and breakout rooms ready ahead of time
- Attend the facilitators prep meetings, which happens 1 hour (12 PM EST) before each charette session.
- Make sure to raise your questions and concerns in the drop-in zoom sessions
- Stay for the session debrief that will last about 15 minutes after each session.

**During the design charrette session, you can do the following things to improve accessibility**

- Verbally describe visuals,
- Note when participants are using the non-verbal communication on video (e.g. “I see many nodding heads”) and in zoom (e.g. emojis).

**Who to contact for support during charrette.**

- For issues with slides or breakout rooms contact Zoom Host via Teams.
- For technical issues contact Devika and Alexandra via Teams.
- For accessibility concerns contact Golnoosh / Laura via Teams.

## Note Takers

You are helping to take notes for the design charrette sessions. Notes will follow the format used in AcTinSite note taking. For guidance please see the following documents.

- [Guide for Note Taking](#)
- [Sample of a Noted Document](#)

You will work with the note taking team to ensure a good coverage of the general conversation within both the main zoom room, and breakout rooms.

If you have **questions or concerns you can connect directly with Zoom Host** via Teams, for support or guidance.

### Vibes Watch & Attendance

As a member of the vibes watch team, you will help observe and assess ‘how the charrette is going’. This means you are watching and supporting.

- Equity (or issues related to power dynamics),
- Accessibility (who isn’t engaging, how do we support them to engage in future sessions),
- Monitoring the ‘feel’ of the session, and
- Identifying and helping to de-escalate possible conflicts.

Speak with Vibes Watch Lead before the first charrette session on June 9<sup>th</sup> for further details. You will provide feedback to the facilitators, as needed, about possible concerns and solutions.

The vibes watch members will also facilitate a session debrief for participants. This is optional for participants. The debrief is a space for people to talk about their experiences, bring up concerns, and ask any question about the next session.

If you have any **questions or support during the charrette session connect with Vibes Watch Lead** through a **private** zoom chat or through the back channel on Microsoft Teams.

Attendance – you will help monitor who attended the four charrette sessions and get a general idea of how long they stayed.

### Answer Technical Questions

You can answer technical questions from both the AcTinSite team and participants for the zoom, miro, and google documents. Hopefully, this can be sorted through chat, but some questions might be directed to your email (if this happens, we will try to let you know via the chat).

If there is a technical issue that continues to come up, please let the facilitator and Zoom Host, via private chat on zoom and through Teams, know that you need a few minutes to clarify an ongoing issue (via chat on zoom). You can do this through the via a chat on Microsoft Teams.

If you have any concerns you can connect with Zoom Host via Teams

### Monitor and Read Aloud Chats

This role is connected to accessibility. Participants are being given options to engage both verbally and through text. You will keep an eye on the chat in zoom. When a

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comment is made in the chat, or a question, use the raise hand function in zoom. When you are called upon, say who has commented, what the topic is connected to, and then read the comment or question.

If there is a question or comment that needs to be addressed right away, interrupt the presenter by saying their name, that you are sorry to interrupt (Alli, sorry to interrupt but we have a chat ...) and ask the question.

It would also be great if you can help the facilitator to verbalize when emojis are being shared. You can do this through a reminder or by typing the emojis that were used, and by whom, in the chat.

If you need support throughout the session, please contact Zoom Host via Teams.

### Sharing Links & Activity Support

To make it easier for the presenters, we plan to have a few facilitators designated to share links during the sessions. All the links can be found in the document called AcTinSite Charrette Brief.

- Find the section called **Appendix I: links**.
- Within the Links section find the day of the charrette the session is taking place on.
- There is a list of links here that are used to that session of the charrette. Each link will have some identifiers to help you figure out what link is being shared where.
- The presenter will verbally indicate when the link should be shared in the zoom chat.

For activity support, you will help populate the Miro board during the Activity 1.1 Magic wand. Link to Activity (on page 16/17 as of May 27th)

If you need support throughout the session, please contact Zoom Host via Teams.

## Access Needs Support

If a participant's access needs are not met or new needs arise during sessions, your role will be to help identify what these needs are and figure out how to meet them. Some things you should monitor are.

- If the closed captioning is picking up what people are saying
  - If not ask presenters to slow down
- Are people describing any images that are on screen/slides?
  - If not remind people to describe what is on the screen/slide (by sending a private chat when possible, or if it needs to be addressed immediately you can interrupt the speaker by saying their name, apologizing, and asking them to please describe the visuals)

If you need support throughout the session, please contact Zoom Host via Teams

## General Support for Breakout Rooms

People with this position will help to manage the breakout room, this could include.

- Monitoring the chat and reading aloud messages,
- Supporting accessibility,
- Help keep the Miro board or google document organized,
- Sharing links, and
- Answering technical questions.

## Agendas

### Session 1

1.00-1.10PM: Welcome & introduction

- Welcome
  - Welcome
  - Land Acknowledgement
  - Access Statement

1.10-1.30PM: Presentation of Charrette objectives, research insights

1.30-1.45PM: **(Activity 1.1) Whole Group - Magic Wand**

1.45-2.30PM: **Breakout - (Activity 1.2) Brain Writing & Brainstorming**

2.30PM-2.40PM - Break

2.40-3.10PM - **Breakouts: (Activity 1.3) Cluster Challenges into Themes**

3.10-3.20PM - Share Back

3.20-3.30PM Closing Remarks

## Session 2

1.00-1.10PM: Welcome & introduction

- Welcome
- Land Acknowledgement
- Access Statement

1.10-1.40PM: Presentation of Charrette objectives, and Day 1 Summary

1.40-2.10PM: **Breakouts 1: (Activity 2.1)** Storyboard

2.10PM-2.20PM - Break

2.20-3.05PM - **Breakouts 2: (Activity 2.2)** Prioritize needs and opportunities

3.05-3.10PM Break

3.10-3.20PM - Share Back

3.20-3.30PM Closing Remarks

## Session 3

1.00-1.10PM: Welcome & introduction

- Welcome
- Land Acknowledgement
- Access Statement

1.10-1.20PM: Presentation of Charrette objectives, and Day 1&2 Summary

1.20-1.50PM: **Breakouts 1: (Activity 3.1)** Brain writing & Brainstorming Solutions

1.50-2:00PM - Break

2:00-3:00PM - **Breakouts 2: (Activity 3.2)** Develop your solutions further.

3:00-3:20PM – Breakout Groups - Presentation Prep

3.20-3.30PM Closing Remarks

## Session 4

1.00-1.10PM: Welcome & introduction

- Welcome
- Land Acknowledgement
- Access Statement

1.10-1.20PM: Presentation of Charrette objectives, and Day 1-3 Summary

1.20-1.50PM: **Group Share:** Solutions Generated on Day 3

1.50PM-2.00PM - Break

2.-3.PM - Breakout Activity 4.2 Introductions (a), Slider Solutions (b)

3.00-3.10 - Break

3.10-3.20PM - Breakout rooms Activity 4.2 Team Closure (c)

3.20-3.30PM Closing Remarks

## Detailed Session Breakdown

### Session 1

Outcome:

Participants will collaborate to uncover various challenges impacting access to education at placements sites.

Agenda

1.00-1.10PM: Welcome & introduction

- Welcome

Welcome everyone to the AcTinSite Design Charrette. We are thankful that you could all be here. Each day we have a different focus. Today we are focusing on discovery, where we will try to find the challenges and opportunities related to accessible placement and providing accommodations. In day 2 we work on defining the problem and possible solutions. On day 3 we work to develop solutions and on day 4 we think about how we might deliver the solutions.

- Agenda & brief summary of activities

**Magic Wand** – 15 minutes to open a discussion on what an ideal accessible placement would look, feel, be like.

**Brain Writing and Storming** - 45 minutes to discuss in a smaller group, of people with a similar role, about challenges and opportunities related to making placement accessible or providing accommodations.

**Cluster Challenges into Themes** - 30 minutes to work in you assigned teams to bring the different challenges and opportunities together in themes.

**Sharing** – we will come back to the large group and, in 3 minutes, share what our Team did in the Cluster Activity.

We want to note that the charrette session is being recorded. If you don't want your video captured, please turn and keep your video off.

- Land Acknowledgement

Acknowledgement from Turtle Island and the colonial institutions George Brown College, York University, and University of Toronto: Anishnabek, Huron, Wendat, Haudenosaunee [hoode\_neshoni], Seneca, and the current treaty holders the Mississauga of the credit. This space is now home to many First Nation, Inuit and Métis communities. Territory is subject to the dish with one spoon wampum [wam\_pam] belt covenant.

Participants may be connecting from different territories, if you know of indigenous communities from territories you are on who we have not acknowledged in this and want to name them please share in the chat.

In moving from acknowledgement to action we want to invite each of us to consider how the work we do today can better support indigenous communities and decolonization.

- Access Statement

Support an environment that encourages each of our participation in the range of ways that may work for us and supports each of our ability to take care of ourselves in whatever ways we need

Some things we can all do to support access in the meeting is the option to keep your video on or off, and to respond in verbally or by chat (and have someone else read it out loud), and encouragement for facilitators and participants to describe all images and visuals. Please let us know if there are things, we can do to improve the access of this meeting for you by direct messaging our access needs Access Needs Staff – through a private chat.

Zoom meeting can create specific challenges. Zoom fatigue is real so we will take breaks as a group but also take your own if necessary. We want to encourage everyone to take care of your own needs, so stand up, lie down, move, stim, eat, drink, take breaks, or whatever you need. We ask you to leave your mics off unless you are speaking.

If you a question or comment use the raise hand function (found in the emoji bottom on the menu bar at the bottom of your screen) or put something in the chat. You can also use the hide self-view, so you won't see your own video. This option is in the upper right corner of your video screen in the ... ellipsis section.

Subtitles are available during zoom; you can click live transcript on or off at the bottom of your screen.

- 1.10-1.30PM: Presentation of Charrette objectives, research insights
- 1.30-1.45PM: **(Activity 1.1) Whole Group - Magic Wand**
  - See 1.1 Magic Wand
- 1.45-2.30PM: **Enclave Breakout Groups - (Activity 1.2) Brain Writing & Brainstorming.**
  - See Brain Writing & Brainstorming.
- 2.30PM-2.40PM - Break
  - During the break, facilitators will copy over the results from the enclave group Google doc into the Team 1 Activity 2 Google doc.
- 2.40-3.10PM - **Team Based Breakouts: (Activity 1.3) Cluster Challenges into Themes**
  - See **Cluster Challenges into Themes.**
- 3.10-3.20PM - Share Back (how different teams interpreted information differently)
  - Each Team (made of mixed participants) will have about 3 minutes to present what they did during their breakout rooms.
  - Facilitator to call on groups to present. Monitor their time and give a warning when they reach 3 mins to finish up.
- 3.20-3.30PM Closing Remarks
  - Thank participants for attending the charrette session today.
  - If you have not signed IC please connect with Zoom Host in private message before you go
  - Give details of what we are doing day 2
  - Day 2 objective is to have Participants collaborate to define the context & parameters for solutions related to accessibility.
  - Let participants know there is a participant debrief once we close the session. They will have the opportunity to discuss how things went, what they might want changed as we move forward. You can place yourself in a

breakout room. Breakout room 1 is for the disability enclave, breakout 2 is for general discussion.

- Fill the day 1- feedback evaluation
- Any closing niceties you like.

## Session 2

Outcome: Participants will collaborate to define the context & parameters for solutions related to accessibility.

### Agenda

- Land Acknowledgement

Acknowledgement from Turtle Island and the colonial institutions George Brown College, York University, and University of Toronto: Anishnabek, Huron, Wendat, Haudenosaunee, Seneca, and the current treaty holders the Mississauga of the credit. This space is now home to many First Nation, Inuit and Métis communities. Territory is subject to the dish with one spoon wampum belt covenant.

Share the indigenous land you are settled on in the chat.

Today we want to think about how we connect with the land and people we share space with. In the chat, please share how you have recently connected with the land, water, or air.

- Access Statement

We aspire to have a supporting environment that encourages participation in the range of ways that may work for all of us and that supports each of our ability to take care of ourselves in whatever ways we need.

Some things we can all do to support access in the meeting is the option to keep your video on or off, and to respond in verbally or by chat (and have someone else read it out loud), and encouragement for facilitators and participants to describe all images and visuals. Please let us know if there are things, we can do to improve the access of this meeting for you by direct messaging our access needs Staff – through a private chat.

Zoom meeting can create specific challenges. Zoom fatigue is real so we will take breaks as a group but also take your own if necessary. We want to encourage everyone to take care of your own needs, so stand up, lie down, move, stim, eat, drink, take breaks, or whatever you need. We ask you to leave your mics off unless you are speaking.

If you have a question or comment use the raise hand function (found in the emoji bottom on the menu bar at the bottom of your screen) or put something in the chat.

You can also use the hide self-view, so you won't see your own video. This option is in the upper right corner of your video screen in the ... ellipsis section.

Subtitles are available during zoom; you can click live transcript on or off at the bottom of your screen.

- Welcome

Today we are working on defining the issues we want to address and exploring some possible key pieces that need to be a part of the solution.

- Storyboard (Activity 2.1)– you have 30 minutes in your teams, using a storyboard we created based on our interview data, to identify challenges, opportunities, and where we might make changes.
- Evaluation of Needs and Opportunities (Activity 2.2) – 45 minutes to do an activity in your teams to find themes among the challenges and opportunities + SHAREBACK
- Sharing – Each team will have **3** [not] 6 minutes to share the work they did today.
- 1.10-1.20PM: Presentation of Charrette objectives, and Day 1 Summary
- 1.20-2:00PM: **Team Based Breakouts 1:** Storyboard (Activity 2.1) - Use the template provided to list needs & opportunities
  - Introductions
  - See Storyboard Activity.
- 2:00PM-2.10PM - Break
- 2.10-3.00PM - **Team Based Breakouts 2** (Activity 2.2): Prioritize needs and opportunities for ideation in Session 3.
  - See Prioritize needs and opportunities.
- 3.00-3.10.PM Break
- 3.10-3.20PM - Share Back
  - Each Team (made of mixed participants) will have about 3 minutes to present what they did during their breakout rooms.
  - Facilitator to call on groups to present. Monitor their time and give a warning when they reach 2 mins to finish up.

- 3.20-3.30PM Closing Remarks.
  - Thank participants for attending the charrette session today.
  - Give details of what we are doing day 3
  - Let participants know there is a participant debrief once we close the session. They will have the opportunity to discuss how things went, what they might want changed as we move forward. You can place yourself in a breakout room.
  - Any closing niceties you like.

## Session 3

### Outcome

Facilitators will help participants collaborate to ideate solutions for the challenges identified in Session 1, that address the priorities identified in Session 2.

### Agenda

- 1.00-1.10PM: Welcome & introduction

Welcome to day 3 of the design charrette. Thanks so much for returning or joining for the first time. Before we start our work we have our land acknowledgement.

- Land Acknowledgement

Acknowledgement from Turtle Island and the colonial institutions George Brown College, York University, University of Toronto; sunnybrook and sickkids hospital: Anishnabek, Huron, Wendat, Haudenosaunee [hoode\_neshoni], Senica, and the current treaty holders the Mississauga of the credit. This space is now home to many First Nation, Inuit and Métis communities. This territory is subject to the dish with one spoon wampum belt covenant.

We invite each of you to please Share in the chat the indigenous land you are settled on.

As mostly settlers, we have a responsibility to uphold covenants, agreements, and treaties with the indigenous people. Share in the chat the covenants, agreements, and treaties you are actively learning about or are acting on.

- Access Statement

Our aim to is create an environment that encourages each of our participation in the range of ways that may work for us and supports each of our ability to take care of ourselves in whatever ways we need

Some things we can all do to support access in the meeting include:

the option to keep your video on or off, to respond in verbally or by chat (and have someone else read it out loud), and for facilitators and participants to describe all images and visual.

Please let us know if there are things we can do to improve the access of this meeting for you – you can do this by direct messaging through a private chat to our access needs Staff member, who Laura is today.

Zoom meeting can create specific challenges. Zoom fatigue is real so we will take breaks as a group but also take your own if necessary. We want to encourage everyone to take care of your own needs, so stand up, lie down, move, stim, eat, drink, take breaks, or whatever you need. We ask you to leave your mics off unless you are speaking.

If you a question or comment use the raise hand function (found in the “Reactions” menu on the bottom menu of your zoom screen) or put something in the chat.

You can also use the hide self-view, so you won’t see your own video.

This option becomes available if you hover over your own video and access the menu with the three dots in the upper right corner – it is the bottom option on that menu that appears.

Subtitles are available during zoom; you can click live transcript on or off at the bottom of your screen.

- Welcome Continued

Last session we heard feedback asking or more instructions using the MIRO board and for less interruption when you are working on specific writing and reading tasks. We will work on that today.

We also heard a lot of interest in what we are doing next with this information and how people can continue to be involved. Hopefully today you will help us decide “where we go next” and we are entirely committed to your continued involvement and happy to keep hearing ideas about how you want to do that.

Today is very exciting, today the rubber meets the road so to speak as we are working on identifying and developing the challenges and opportunities you have flagged in previous sessions into possible solutions.

To do this we are going to work on the following

- Agenda
  - Brain Writing and Storming – 20 minutes to work in assigned teams to identify some challenges and opportunities.
  - Developing your Solutions – with 40 minutes in your assigned teams you can answer prompts, sketch a possible platform, and more.
  - Presentation Prep – You have 20 minutes to prepare for the presentation of your possible solutions in thursday's session.
  - We want to note that the charrette session is being recorded. If you don't want your video captured, please turn and keep your video off.
- 1.10-1.20PM: Presentation of Charrette objectives, and Day 1&2 Summary
  - Facilitator work with GBC to create notes.
- 1.20-1.50PM: **Team Based Breakouts 1: (Activity 3.1)** Brain writing & Brainstorming Solutions (20 min)
  - See Brain Writing & Brainstorming Solutions.
- 1.50 PM-2:00PM - Break
- 2:00 PM -3PM - **Team Based Breakouts 2: (Activity 3.2 a & b)** Develop your solutions further.
  - See Develop your solutions further.
- 3 – 3.20 PM – **(Activity 3.2 c)** Presentation Prep \_Breakout Groups - Staying in Breakout Rooms. **May take Break is your group wants**
- 3.20-3.30PM Closing Remarks
  - Thank participants for attending the charrette session today.
  - Give details of what we are doing day 4
  - Day 4 objective is to have participants to share the concepts developed over the first three sessions and do a scenario sliders exercise which will help us strategize about prioritization and implementation of the tools we will develop.
  - Let participants know there is a participant debrief once we close the session. They will have the opportunity to discuss how things went, what they might want changed as we move forward. You can place yourself in a breakout room. Breakout room 1 is for the disability enclave, breakout 2 is for general discussion.
  - Any closing niceties you like.

## Session 4

### Outcome

Facilitators will help participants to share the concepts developed over the first three sessions and do a timelining exercise.

### Agenda

#### **Day 4: 1PM-3.30PM**

1.00-1.10PM: Welcome & introduction

Welcomes to the last day of the design charrette. We really appreciate all your hard work and effort so far. Today we are diving into delivery. This means we will start to think about how we make these possible solutions happen!

#### Brief Summary of activities

- Team Solution Presentation - each team has 10 minutes to present their possible solution(s) they came up with on tuesday
- Group Scenario Sliders - take an hour to discuss the planning for each of the possible solutions share in the presentations.
- Team Closing Activities – your team has 10 minutes to have say goodbye and thank each of for their contributions.

We want to note that the charrette session is being recorded. If you don't want your video captured, please turn and keep your video off.

- Land Acknowledgement

Acknowledgement from Tuttle Island and the colonial institutions George Brown College, York University, and University of Toronto: Anishnabek, Huron, Wendat, Haudenosaunee, Seneca, and the current treaty holders the Mississauga of the credit. This space is now home to many First Nation, Inuit and Métis communities. Territory is subject to the dish with one spoon wampum belt covenant.

Share the indigenous land you are settled on in the chat.

Share in the chat something you are doing to bring decolonialization into your work and life.

- Access Statement

Support an environment that encourages each of our participation in the range of ways that may work for us and supports each of our ability to take care of ourselves in whatever ways we need

Some things we can all do to support access in the meeting is the option to keep your video on or off, and to respond in verbally or by chat (and have someone else read it out  
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loud), and encouragement for facilitators and participants to describe all images and visuals. Please let us know if there are things, we can do to improve the access of this meeting for you by direct messaging our a access needs Staff – Golnoosh and Laura through a private chat.

Zoom meeting can create specific challenges. Zoom fatigue is real so we will take breaks as a group but also take your own if necessary. We want to encourage everyone to take care of your own needs, so stand up, lie down, move, stim, eat, drink, take breaks, or whatever you need. We ask you to leave your mics off unless you are speaking.

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- 1.10-1.20PM: Presentation of Charrette objectives, and Day 1-3 Summary
- 1.20-1.50PM: **Group Share:** Solutions Generated on Day 3

We want to frame this share back with the awareness that we have been time constrained, that we understand these to be partial, potentially unprocessed (albeit still potentially awesome) solutions.

All the conversations we have had over the last 4 days have been recorded and will be part of our analysis moving forward,

and we will have a range of ways to bring our analysis back to you as well.

So lets enjoy the ideas, ask questions, flag issues and use this opportunity add as much info and additional dimensions from our different perspectives as we can.

Each Team (made of mixed participants) will have about 10 minutes to present and 5 minutes to answer questions about what they did during their breakout rooms.

Facilitator to call on groups to present. Monitor their time and give a warning when they reach 8 mins to finish up.

- 1.50PM-2.00PM - Break
- 2.00-3.00PM - Breakout Rooms - Activity 4.2 Introductions (a) and **Solution Sliders (b):** Participants will use the sliders to begin a discussion about implementing solutions.
  - See **Group Scenario Sliders Activity.**
- 3.00-3.10- Break

- 3.10-3.20PM - (Activity 4.2) Team Closing Activity \_Stay in breakout rooms. **Can take Break**
  - Described in **Group Scenario Sliders Activity**
- 3.20-3.30PM Closing Remarks

Thank participants for attending the charrette session today.

Give details of what we are doing next

We are going to take the details shared and develop in the design charrette and figure out what we can design to meet all the challenges, opportunities, and solutions you all thought up.

We will have more opportunities to take part in our work at AcTinSite as we move forward to the prototype and them testing phases.

There is a participant debrief once we close the session. They will have the opportunity to discuss how things went, what they might want changed as we move forward. You can place yourself in a breakout room.

Any closing niceties you like.

## Activities Day 1

### Activity 1.1 - Magic Wand (15 minutes)

Type: Full Team

Platform: Zoom Chat & Google Doc

Aim

To build a joint vision of what the design charrette is working towards. This activity suggests removing barriers to envision an accessible placement site with the need for minimal accommodations.

Instructions

- (2 Min) Introduce topic – Take 5 minutes to think about and share your thoughts on the questions “If we had a magic wand and there were no barriers, what do you think an accessible placement site would be/feel/look/sounds like?”.

Share Links Role will shares google Doc Link; you may share screen if you like.

- (5 mins) Inform participants they have five minutes to think about this topic and share their thoughts in the zoom chat or google document.
- (5 Minutes) Start reading off zoom chats and describing the goolge document if needed. Ask for feedback as is appropriate.

If people seem to be stuck here are some prompts

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You might bring one of the stories up and ask participants how this story would be different if the placement site was fully accessible.

Define contrasting access needs (When different people have access needs that are contradictory. For example, some people might need bright lighting, while others need lighting that isn't fluorescent or overly bright). Ask how these access needs might be addressed in a fully accessible placement site.

- (3 Mins) Closing – This activity is used as a framing tool for our work. We will continue to come back to this vision as we move forward during the DC.

## Activity 1.2: Brainstorming Challenges and Opportunities (15 minutes)

Type: Enclave Breakout Group

Platform: Google Doc

Aim: Help participants identify key challenges and opportunities that can help us reaching the ideal, fully accessible placement site.

### What is Brainwriting?

Brainwriting is a method for quickly generating ideas by asking participants to write their ideas rather than announcing them in a traditional brainstorming session. Brainwriting allows participants to think and contribute without having to worry about speaking over each other.

Instructions:

- Introduce the activity and aim.
- (5 Mins) Participants will turn off their video and mics. They will take 5 minutes to independently write down as many ideas as possible in their preferred way (paper, note taking app).
- (10 Mins) Facilitators will then call on people to verbally or write out or share an image of their ideas.
- **General breakout support** and facilitators will work to get these on the Google Doc.
- Facilitator will then encourage participants to share additional challenges.
- Taking inspiration from ideas generated if they get stuck.
- Participants can use the chat, verbal contribution, or type directly in the document.

### Brainstorm Tips:

- Defer Judgment
- Build on the Ideas of Others
- Stay Focused on a Topic
- One Conversation at a Time

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- Go For Quantity

You will get a one-minute warning before the breakout room closes.

### Activity 1.3: Cluster Challenges into Themes (30 Minutes)

Type: Team Breakout Rooms

Platform: google document.

Aim: Discussion on the outcomes of Activity 1.1 and 1.2. Use the Miro board to cluster & narrow down themes. This process is done through affinity mapping, which is where ideas from brain writing, and storming are put into themes.

#### ***What is affinity mapping?***

*Affinity mapping is a tool used to organize information. It helps group similar ideas or themes by identifying common characteristics or affinities to synthesize information into cluster.*

#### Instructions

- (5 minutes) Intro to activity. Explain aim and affinity mapping. Note we are using three categories (and other if needed). The categories are.
  - Materials or Relationships
  - Stigma or Ableism
  - Workload
  - Other
- (10 Mins) Share the first Enclave Miro board through zoom. The facilitator will read off one challenge and ask the participants what kind of challenge it is.
- General breakout room support person will go about moving the challenge to the appropriate space on the Cluster Challenge Miro board.
- You have 3 to 5 minutes for each Enclave Miro board. You will get reminders from the Zoom Host about when you should be moving to a new board.
- (5 Mins) Review: Take time to review what the clustering and hold a discussion of if anything needs to be moved around.
- General breakout room support person will go about moving the challenge around as needed.
- (10 Minutes) As a group, prepare what you will visually share for 3-minute presentation. Ask if someone wants to present to the larger group (If not facilitator can do this).

#### Facilitator Notes:

Offer for you or the general breakout room support person to add comments for people.

You will get a one-minute reminder before you the breakout rooms are closed.

## Activities Day 2

### Activity 2.1: Storyboards (30 minutes)

Type: Team Breakout Group

Platform: MIRO and Google Doc

#### Aim

Using the data from interviews we created three stories. Your team will have time to explore the one story. Using the storyboard and the challenges, needs and opportunities outlined by your team in Day 1 begin the process of identifying where it might be useful to intervene in the process of accessing accommodations during placement.

#### Instructions:

##### (10 Mins) Team Introductions

Invite everyone to introduce themselves, give some specific guidance about what you want them to say (like name plus 1 word/sentence answer to relevant question you define)

During this time ask people to change their zoom names to include their role. They can choose the 'closest' of the 5 roles we have established (Student, Educator, Placement professional, Access professional, Administrator, Other (You can specify or not)

- (8 Mins) Introduce topic and activity.

Open the Miro board with the story board assigned to your Team. Share the Miro board with your breakout room.

- Team 1 – Storyboard 2
- Team 2 – Storyboard 3
- Team 3 – Storyboard 1
- (5 Mins) Facilitator read through the storyboard that your team is using.
- (17 Mins) Encourage people to add their thoughts to the Miro board using the coloured stick notes, in the chat, or use the raise hand emoji to verbally share their thoughts.

General Breakout room support person(s) will help add things from chat and verbally shared on the Miro Board.

- Might want to tell people who to copy notes
- Facilitators can use the material from day 1 to promote further discuss.
- Google Doc - Themes of Materials or Relationships, Stigma or Ableism, and Workload.
- Go back to pressure points in the storyboard to focus on particular issues.

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- Bring up another story if needed.

Facilitator Notes:

- Briefly introduce participants to the tools they are using on Miro (shapes and colour)
- Verbally describe the Miro board and the actions being taken (there should be a text box on Miro with a summary description of the board)
- Offer for you or the general breakout room support person to add comments for people.
- When Facilitating a verbal discussion let people know you want to hear from everyone and that you will be trying to make sure every has a chance to participate in the ways they want. One good tip is divide the time you have for comments by the people in the room and tell people out loud they have 1 min (or whatever it is) for comments so we can hear from everyone. This may encourage people to self manage their participation. And gives you guidelines for intervention if they don't.

You will get a one-minute reminder before you the breakout rooms are closed.

## Activity 2.2: Evaluation of needs and opportunity (45 Minutes)

Type: Team Breakout Group

Platform: Google Document

Aim: Now that we have found some ways we can intervene with needs, challenges, and opportunities we need to prepare to address these ideas tomorrow, where we will begin to make solutions. To do this we are going to start by sorting and assess the ideas we have thought up so far.

### Evaluation of Values

Group works together to outline values that are used to better understand the challenges and opportunities created by the enclave groups. Once these values are agreed upon the group places the needs and challenges into the value categories.

Instructions:

- (10 Mins) Introduce the activity. Discuss the possible values the challenges and opportunities could be sorted into
  - Student priority (directly impacts student)
  - Higher Education priority (directly impacts higher education institutions)
  - Clinical site priority (Directly impacts clinical sites)
  - Government (directly impact government or social policy or law)
  - Accessibility Services (Directly impacts staff at accessible services, or services provided)
  - Mix (impacts more than one area)
  - Other (group generated)

General Breakout room support person(s) will help add things from chat and verbally shared on the Miro Board.

- (15 Mins) Facilitator support participants to put challenges and opportunities into value categories.

Review the Enclave Miro board assigned to your team.

General Breakout room support person(s) will help add things from chat and verbally shared on the Miro Board.

Encourage people to add their thoughts to the Miro board, in the chat, or use the raise hand emoji to verbally share their thoughts.

- (5 Mins) Review what has been done and make changes as needed.
- (10 Mins) Prepare the Miro board for sharing with the main room. Have participants plan what they want to share in the 3 mins they will have in the main room.

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**General breakout support** and facilitators will work to put ideas on the google slides.

- Take time to figure out who is presenting what during the presentation at the next session.

Facilitator Notes:

- Offer for you or the general breakout room support person to add comments for people.

You will get a one-minute reminder before you the breakout rooms are closed.

## Activities Day 3

### Activity 3.1: Brainwriting and Brainstorming Solutions (30 Mins)

Type: Team Breakout Group

Platform: MIRO

Aim: nFacilitators will help participants to identify key solutions based on the activities done in Day 1 &2. Remind participants of the vision of an accessible placement site we created in Day 1. Encourage people to think about both short term and long term solutions that could affect individuals or create system change.

#### What is Brainwriting?

Brainwriting is a method for quickly generating ideas by asking participants to write their ideas rather than announcing them in a traditional brainstorming session. Brainwriting allows participants to think and contribute without having to worry about speaking over each other.

Instructions:

- (5 Mins) Facilitator will introduce the brainstorming topic, possible solutions. Review the challenges and opportunities and the imagined accessible placement.
- (5 Minutes) Brain Writing – Give participants 5 minutes where they will turn off their video and mics. They will independently write down as many ideas as possible in their preferred way (paper, note taking app)
- (7 Mins) Facilitators will get the group to come back to the zoom breakout room. They will encourage people to verbally or write out or share an image of their ideas.

**General breakout support** and facilitators will work to get these on the Miro board.

- (3 Mins) Facilitator will then encourage participants to share additional challenges.

Taking inspiration from ideas generated if they get stuck.

Participants can use the chat, verbal contribution, or type directly in the document.

### Brainstorm Tips:

- Defer Judgment
- Build on the Ideas of Others
- Stay Focused on a Topic
- One Conversation at a Time
- Go For Quantity

### Facilitator Notes:

- Offer for you or the general breakout room support person to add comments for people.

You will get a one-minute warning before the breakout room closes.

### Activity 3.2 (a & b & c) Idea Development (60 Mins)

Type: Team Breakout Group

Platform: Miro & Google Slides

Aim: Facilitators have a chance to support the participants in choosing one or two solutions to explore in more depth. Using the questions, you can get a better idea of who the solution would work and who it might help. A ranking google form is used to decide what solutions are focused on.

Note that the solutions that do not expanded on are not being thrown away. The research team will explore all the developed solutions.

### Instructions:

- (10 Mins) Facilitators will describe the activity and voting process.

**(Activity 3.2 a) Voting:** Facilitator will share a link for a google forms where participants rank the solutions the group thought up in the activity 3.1.

**(Activity 3.2 b) Ideal Development:** Once an idea has been chosen then the team will go through a set of questions to help them provide more details about the solution.

Note for the participants that the AcTinSite team will explore all solutions suggested, not just the ones work on in this activity or in activities tomorrow.

- (20 Mins) Facilitators will share the Miro board with the breakout room. You may choose how to address the questions (in order, reverse order, randomly)

**General breakout support** and facilitators will work to get these on the Miro board.

Note your team should spend about – minutes on each question.

Encourage people to add their thoughts to the Miro board, in the chat, or use the raise hand emoji to verbally share their thoughts.

General Breakout room support person(s) will help add things from chat and verbally shared on the Miro Board.

- (15 Mins) Mood Boards. Help participants to find examples, sketch, a collage of examples that help to expand on the solutions your team is working on.
- (15 Mins) **the 5 x5 presentation activity (Activity 3.2 c)**: Share the google slides through zoom. Using the 5 x5 presentation activity to help participants to create a 15 minute presentation of their solutions. The google slides have questions that can help this process.

**General breakout support** and facilitators will work to put ideas on the google slides.

- Take time to figure out who is presenting what during the presentation at the next session.

Facilitator Notes:

- Briefly introduce participants to the tools they are using on Miro (shapes and colour)

Verbally describe the Miro board and the actions being taken (there should be a text box on Miro with a summary description of the board)

Offer for you or the general breakout room support person to add comments for people.

You will get a one-minute warning before the breakout room closes.

## Activities Day 4

### Activity 4.2: Introductions, Solution Sliders & Teams Closure (70 Mins)

Type: Team Breakout Group

Platform: MIRO

Aim: Facilitators will help participants to plan for how the proposed solutions, their teams and those presented by other teams, can be put into action. In this activity we are thinking about goals (short, medium, and long), resources, value, and system wide change and individual support. This will help the research team figure out what is important, related to planning, that we must consider.

Instructions:

- (10 Mins) Activity 4.2a: Introductions: Name, Role, and One Word

Invite everyone to introduce themselves using stickies on the Miro board. Ask them to include their name, roles (Student, Educator, Placement professional, Access professional, Administrator, Other) and a word that describes themselves (facilitators can change this prompt)

Before having people add to the Miro board give a brief overview of how to use Miro and make stickies.

- (50 Mins) Activity 4.2b: Solution Sliders. (10 Mins for Intro, 30 Mins for activity, 10 Mins for wrap up)
- (10 Mins) Introductions: Using the Miro board, with four sliders, participants will begin to think about the goals, resources, value, and change. There is only one slider for each solution, so the group will have to discuss and build consensus on the best placement for the dot on the slider. The four sliders are defined below:

Goals options on slider are short (3-6months), Medium (1-2 years), long (3-5 years),

Resources options are low (under 10,000/expertise), moderate (11,000-100,000/need experts for less than a year), intense (100,000+/expertise for whole project)

Value options on the slider are low (helps but doesn't make a big impact), Moderate (helps now, but doesn't do much in the long term), high (huge benefits that have effect over time)

Change options are Individual, mix, system change.

- (30 Mins) Activity: Guide participants in discussions about the solutions that were presented earlier. Around 5-10 minutes for each solution. You may want to start with the team's solution, then move on to another Teams. Facilitators can make the decision on what solutions to move onto next. Note you are unlikely to do all solutions during this activity, that is fine. Just get done what you can without rushing.

Facilitators will share the Miro board with the breakout room and share the link in the chat. Find a good away for your team to build consensus, voting, consensus, building, or other. Make sure it is clear how this decision-making process works so the participants understand and can ask for changes if needed.

Encourage people to add their thoughts to the Miro board via stickies, in the chat, or use the raise hand emoji to verbally share their thoughts. On the Miro board people might make notes about concerns, barriers, or benefits related to the solution or sliders.

General Breakout room support person(s) will help add things from chat and verbally shared on the Miro Board

- (5-10 Mins) Wrap-up: Facilitator will stop the timeline work to open discussion on if anything needs to be moved.
- (10 Mins) Activity 4.2c: Teams Closure (No Miro Board, just group chat)

may have more time if slider activity went quickly.

**Team Closure.** Used as a chance for participants to gain closure with the team members they have worked with in the last few days.

Take time to thank the team for their engagement, share positive thought on the work the team did and what they learned or value in their team members.

Have each participant briefly talk about something they appreciated about the design charrette and their group. (Try to keep to one min each, and let people have the options not to participate (pass).

Facilitator Notes:

- Briefly introduce participants to the tools they are using on Miro (shapes and colour)
- Verbally describe the Miro board and the actions being taken (there should be a text box on Miro with a summary description of the board)
- Offer for you or the general breakout room support person to add comments for people.

Facilitator Prompts: may share the Miro board of the ideal accessible placements to remind people of what that looked like.

You will get a one-minute warning before the breakout room closes.